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ABSTRACT

This study presents the results of a survey of teacher education councils in National Council for Accreditation of Teacher Education (NCATE) approved teacher preparation colleges in 48 states and the District of Columbia. The survey was conducted through a questionnaire structured to determine how teacher education councils are organized, how they function, and how effective they are perceived to be. Responses from 118 institutions provided a profile of each council's size and membership, leadership, and reporting patterns, whether or not council votes were advisory or binding, and the council's general functions. Alternatives to teacher education councils are briefly discussed. Four complete descriptions of different kinds of councils or approaches to university governance are appended, offering examples of: (1) a systems approach that is not a council; (2) use of by-laws governing a well-defined council; (3) a program unit established by legislative mandate; and (4) a curriculum sub-committee structure. (JD)

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# UNIVERSITY TEACHER EDUCATION COUNCILS

## Report to Executive Committee and Faculty

## College of Education

## University of Nevada, Las Vegas

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Evalyn T. Dearmin
Assistant Dean
May 27, 1982

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## INTRODUCTION

In May, 1981, the College of Education faculty approved the establishment of an advisory university teacher education council. In June, 1981, Academic Vice President Nitzschke strongly endorsed the recommendation of the faculty for such a council and requested further information about its proposed structure and operation so that it could be formally constituted.

During the past year the Office of the Dean surveyed through a questionnaire 195 NCATE approved teacher preparation colleges in 48 states and Washington, D.C. to discover how their councils, if they had one, were organized; how they functioned; and how effective they were perceived to be. We received 118 responses. This report is based primarily upon information drawn from the survey and informal telephone conversations prompted by various survey replies. No formal research design was pursued. The data are more than casual, but certainly not definitive. They are intended to provide our faculty with sufficient information upon which to make decisions about the design of our own proposed council.

## EVOLUTION OF UNIVERSITY COUNCILS ON TEACHER EDUCATION

Even though a few colleges have had councils since the 1940's and three states--Washington, Oregon, and Texas--mandate them through state legislation (Texas since 1955), most councils appear to be closely tied to NCATE standards for accreditation. Although NCATE standards do not require a council, the councils have apparently been the structure most frequently used to meet the standard for "governance of basic programs." Out of the 118 colleges we sampled 86 or 73% had councils. Four of these, however, did not have university-wide representation. Because the governance standards heavily influence the manner in which councils are composed, they are provided for reference (See Part I: Basic Teacher Education Programs, 1.1 - 1.4).

These standards, however, do not even begin to account for the multifarious nature of the councils, their very different membership composition and functions, nor their distinctive shared role in the university hierarchy and the education profession. Many institutions do not have councils; in fact, 32 (27%) of our sample did not. Some vehemently disdain them, feeling the responsibility for teacher preparation belongs solely to the college or school of education. Others have chosen different structures to accomplish similar functions. Yet, the councils apparently do much more than serve as window dressing for accreditation. In the institutions we sampled which had councils only 5 (6%) were described as ineffective; 38 (44%) were described as very effective, 16 (19%) were described as effective, and 17 (20%) were described as fairly effective.

Furthermore, the councils appear to be supported by education faculty. Of the institutions with councils, 70 (81%) indicated the education faculty supported their council; 21 added some qualification to that support, usually related to representation; and only 5 (6%) felt their faculty did not support the council. Surprisingly this support was given even though most of these

# Part I: Basic Teacher Education Programs

**Programs for the Initial Preparation of Teachers Through the Fifth-Year Level, Including MAT Programs**

## 1. Governance of Basic Programs

The quality of basic teacher education programs depends upon the quality of faculty and students, as well as on the content and design of the curricula. Although no particular organizational structure is prescribed for the governance of basic programs, some structure is expected to provide for a designated unit to assure that all basic teacher education programs are organized, unified, and coordinated in consistent fashion. This unit constitutes a practical organizational arrangement for designing, approving, and continuously evaluating and developing teacher education programs. The governing unit for basic programs may be a council, commission, committee, department, school, college, or other clearly specified, recognizable organizational entity. While major responsibility for these activities is carried by an officially designated unit, teacher education faculty members are systematically involved in the decision-making process.

### 1.1. Membership of the Governing Unit

The governing unit designated as responsible for teacher education is composed of persons who possess professional and scholarly preparation consistent with their assignments. A majority is experienced in elementary or secondary teaching, has continuing experience in the schools, and is significantly involved in and informed about teacher preparation and school issues. Continuing experience is demonstrated through such activities as supervising students in field experiences and practica, working with school personnel on curriculum development and revision, providing in-service education, and engaging in research in school settings. Members of the governing unit have experience in and are committed to the preparation of teachers to teach in a multicultural society.

Standard: *The faculty and staff of the governing unit for basic programs possess scholarly preparation and professional experience appropriate to their assignments. They maintain involvement in and are well-informed about educational issues and are committed to the preparation of teachers to provide instruction in a multicultural society.*

### 1.2. Functions of the Governing Unit

The unit systematically develops and implements policies governing student admission, staff development, and program design, implementation, evaluation, and modification. The governing unit is responsible for establishing program requirements. Authority to accomplish these functions is ensured through published policies.

Standard: *The governing unit is responsible for setting and achieving teacher education goals, establishing policies, fixing responsibility for program decision-making, identifying and utilizing resources, and facilitating continuous development and improvement of basic teacher education programs.*

### 1.3. Relationship to Other Administrative Units

Where central administrative responsibility exists outside the purview of the teacher education unit, the role and responsibilities of that unit and its official relationship to other units and administrative offices must be clearly stated.

Standard: *Policies are published that clearly delineate responsibility of the governing unit and the interdependent responsibilities of other policy-making groups and administrative offices within the institution for the overall administration and coordination of basic programs.*

### 1.4. Official Representative

Responsibility for the general administration and coordination of programs rests with one person designated as the official representative for teacher education. The authority and responsibilities of that individual are clearly identified.

Standard: *One person is officially designated to represent the teacher education unit. The authority and responsibility of this individual for the overall administration and coordination of basic teacher education programs are indicated in published policies.*

councils, 53 (62%) of the 86, did not enjoy majority representation of education faculty.

The councils have persisted over time: 38 (44%) were established prior to 1965. And they do not appear to be declining as the chosen governance structure. Only 6 councils from our sample have been discontinued, and these have generally been replaced by other structures. Six were just established or being established in 1981-82. In fact there is evidence to indicate the councils are being reshaped to become more powerful decision-making agencies on campus. It is apparent that this kind of unit, unique in professional schools, deserves much closer scrutiny in the literature about the education profession.

## PROFILE OF COUNCIL CHARACTERISTICS

These survey findings serve as background information to the recommendations which follow. The 38 councils which respondents described as very effective are sometimes isolated as a group to compare with the total sample.

### SIZE

The councils range in size from 5 members to 58 members. Thirty (35%) are in the 11-15 member range; 18 (21%) are in the 16-20 range; 14 (16%) are in the 5-10 member range. Size seems to be an important consideration, especially in those councils which meet frequently. Some councils have reorganized recently because their numbers were too unwieldy. However, it also seems to be important to have representation of the major interest groups, including non-education faculty, students, teachers, administrators, state department of education representatives, and teacher association representatives. Rather than sacrifice representation from any one of these groups, some large councils perform their main tasks through smaller sub-committees or task forces. An executive committee may coordinate these efforts. Larger institutions especially may choose this pattern. In any case the principle seems to be that you need enough representation to cover the necessary bases in teacher preparation, but more than 15 representatives will probably necessitate a sub-group structure.

### MEMBERSHIP

Typically university teacher education councils include representation from all colleges and/or units serving teacher education. These generally are faculty from the humanities, arts and sciences, business, applied technology, vocational education and physical education (if these are separate from the college), human services, social sciences, agriculture and home economics.

Except for the four councils which operate solely with representation from education faculty, councils assiduously seek comprehensive representation from other campus units involved in teacher preparation. Just as assiduously, however, these councils seek individuals who are "committed" to teacher education, those who have substantial and continuing experience at the elementary or secondary level or research interests in education. A clear trend exists in those councils which have recently reorganized (11) and in those just

established or being established (6) to select for membership faculty committed to professional education, not those "protecting turf." The governance standard requires professional credentials, but the wisdom of past experience in the councils is obviously speaking in the standard. Many cautionary notes were added to surveys on this issue. In some institutions membership is made proportional to graduates in the program for teacher certification.

College/school of education faculty are represented on teacher education councils, but we were surprised to find they do not form majority representation generally. The dean typically serves on the council, very often as the chair. Associate/assistant deans and supervised teaching coordinators in the college also serve, usually in an ex officio capacity. Advice was frequently given to include student representation, and 31 (36%) of the councils do have student representatives. Usually two are appointed--one from elementary and one from secondary education, although sometimes one undergraduate student and one graduate student are appointed.

A large number (21 or 24%) also included representation from local school districts. The most common pattern (8) was two representatives, usually an administrator and a teacher, although the range went as high as 7 - 11 LEA representatives. The inclusion in council representation of professionals outside higher education seems to be a trend, perhaps indicative of coalition-building. In the State of Washington local school district representatives and representatives of general professional organizations must be included. It is interesting to find that 14 (37%) of the councils described as very effective did have LEA representation.

Representation on the councils is also being extended to the SEA's (4 included SEA representatives or certification officers) and to administrator organizations such as the Society of Superintendents. Teacher association representatives were specifically mentioned in 4 councils. The State of Georgia has a statewide Teacher Education Council which reports to the state board of education. It is probable that the external representation is of a greater magnitude than described here because many councils apparently create consultative patterns with practitioners and state certifying agencies.

Other kinds of representatives are sometimes placed on teacher councils: internship supervisors, directors of certification, continuing education directors, placement officers, librarians, faculty senate representatives, graduate deans, coordinators of laboratory or supervised teaching experiences, chairpersons of academic councils, curriculum committee representatives, and even provosts and academic vice-presidents, and deans of other colleges.

From a very subjective interpretation of the responses, we found that the more distant the membership was from immediate involvement in teacher preparation, the less effective the council was. Again and again, we found improvement in communication to be a major function of university teacher education councils, and perhaps a wide representation produces that effect. But in councils serving as governance units or strong advisory units on campuses where meetings were frequent, the membership seemed to be crafted from the significant and the committed.

## SELECTION OF MEMBERS

Appointment is the most common method used to select council members. Of the 86 councils, 65 (76%) were reported as being appointed, most commonly by the dean of the college of education or the director of the education unit/school, (15 or 17%). Interestingly enough, all 15 of the councils selected in this manner were also among those described as very effective.

The second most common method of appointment is through the university president (chancellor or provost); 12 were chosen in this manner. The president also appoints on the recommendation of the education dean in 6 councils.

Other frequently used appointment patterns were these: appointment by each unit or department (10), appointment by appropriate deans (9), appointment by academic vice-president on recommendation of education dean (5).

Of the 16 councils which were reported as elected, most commonly the members were elected by the faculty of the department or units being represented (8).

## LEADERSHIP OF THE COUNCILS

The dean/director of the education college/division most frequently chairs the council. He or she serves this function in 41 (48%) of the councils and in 20 (53%) of the councils described as very effective. The second most common pattern is election by the council itself. In 23 (27%) of the councils and 12 (32%) of the councils described as very effective the chairman was chosen in this manner. Although assistant deans (3) and associate deans (4) sometimes serve in a leadership role, apparently leadership devolves upon the more affected or perhaps more powerful agent.

## REPORTING PATTERNS OF THE COUNCILS

No other aspect of the survey produced wider variance than responses to the query, "To whom does the council report?" Twenty-eight different reporting patterns were described. And the variance appeared as great for the councils described as very effective as it did for the councils generally. Is it possible that the university structure does not know what to do with these strange units which are neither fish nor fowl? Or are university reporting structures inherently very different across institutions? Or do councils tend to seek the level of influence the institution desires it to have? There is some evidence in the survey responses to support the latter.

The most frequent reporting pattern for all councils is directly to the dean/director of the education unit; 21 (24%) of the councils, and 9 (24%) of the councils described as very effective follow this pattern. The second most common reporting pattern for all councils is directly to the president

(provost or chancellor); 9 (10%) follow this pattern. The third is from the education dean (director) to the academic vice president (8 or 9%) or to the president (3 or 3%)

When the councils described as very effective are examined, it appears as though they gravitate towards persons or groups which can effectively act on decisions, i.e., ranking university administrators, academic councils, academic senates. Thirty of the 38 (79%) report to those entities.

The following reporting patterns are offered as examples of reporting differences. Councils were described as reporting to the university standards committee, the academic policy and planning committee, the graduate council, the superintendent of schools, the state board of education, the state standards and practices commission, the university curriculum committee, the office of teacher education, the education faculty, the faculties of the colleges, the departments of the university, the academic affairs committee, etc.

## ADVISORY OR BINDING VOTES

The responses to the question, "Is your council advisory only or does it take votes which are binding on units represented," produced an unanticipated result. We assumed that most councils would be advisory, and we did find that 48 (56%) of them were described as such; however, 8 of those 48 were described as "strong" advisory units whose decisions were taken very seriously by the administration, and 1 of the 48 does have program approval authority even though it is otherwise advisory.

It was surprising to find that 33 (38%) of the councils do take binding votes on issues coming before them, although one has limited authority. These councils in effect are the governance unit for education. It was also interesting to find that of the councils described as very effective, 18 (47%) take binding votes, 6 (16%) are "strong" advisory councils, and 1 (3%) takes binding votes but has limited authority. Twenty-five (66%) of the councils which are described as very effective, then, also appear to be real decision-making groups. Furthermore, 37 of these councils are supported by education faculty, 4 evidenced very strong support, and only 6 attached some qualification to their support.

## FUNCTION OF THE COUNCILS

University teacher education councils can cover the range from nominally involved groups meeting annually or infrequently to governance units considering every issue related to teacher preparation from admissions through student grievances to program approval and evaluation.

We asked these four questions to establish some commonality of council functions and to elicit information about problems or recent changes in operation: What kinds of issues does your council examine? What kinds of issues have been recently submitted? What changes would you now make or have recently

made, in your council's operation? What problems have you experienced with the operation of the teacher council?

In order to analyze the responses to these questions to provide useful information, we divided the surveys into two categories, (a) those which described very effective councils (38), and (b) those which described ineffective or moderately effective councils (22). We attempted to identify good practices and practices to avoid.

The very effective councils appear to undertake the serious tasks of teacher preparation; they are not exercises in triviality. The issues most frequently examined according to voluntary reporting (we did not supply a checklist), were all teacher program issues both graduate and undergraduate, proposals for new programs/courses, admission requirements for entry to certification programs, criteria for retention, teacher certification issues, program/course changes, program evaluation, and appeals on dismissals from the program or grievances.

The issues most frequently reported as recently being submitted to these councils are, for the most part, the central issues of teacher preparation which draw heat and controversy: revision of standards for admission and completion of program, basic skills testing, PL 94-142 and special education coursework, special groups (gifted, learning disabled, bilingual, early childhood, Indian, multicultural), new state mandates, secondary education revisions. Both admissions/retention, and competency testing were very visible issues. Secondary education appears also to be emerging as a chief concern.

The reasons most frequently given for the effectiveness of these councils especially centered on communication and cohesion among responsible units. These are some of the citations:

--improved communication
--represents views of academic areas
--problem solving
--all meetings open, covered by press
--all colleges, departments, units have a representative
--good leadership
--council is the major voice and policy-making body for teacher education
--structure gives teacher preparation university-wide function
--excellent sounding board and mediator

There is some overlap in the changes respondents would make or have made in the councils described as very effective and in the problems they have experienced. For example, councils have changed or would change to meet once a month; but a problem expressed by several is finding time to devote to the council with duties assigned elsewhere. Student representatives are advocated for membership, but a problem may exist in getting them to attend meetings.

These seem to be the more significant changes to cite and most are a fine-tuning of operations:

--reduce size
--meet once a month
--distribute minutes to all faculty
--establish governance procedures in writing
--increase representation of secondary education or education faculty
--make more effective use of sub-committees
--meet more often with regional and state educational groups
--increase cooperation with regional and state educational groups
--select a permanent chair who has a continuing obligation to oversee program chores
--move from total clinical experiences orientation to a more global approach to teacher education

These are problems identified by respondents who described their councils as very effective:

--identification of teacher education faculty
--tendency for council members to split along school lines
--academic representatives subject-matter oriented
--too large; subcommittees do most of work
--committee does not have final jurisdiction; decisions of council should prevail
--getting department chairs to follow up on agreed tasks

Obviously many of the same citations for change or problems appear in survey responses from those respondents who described their councils as ineffective or only moderately effective, but there are some major differences. It is not just fine-tuning but wholesale revamping that seems to be required. The reasons for ineffectiveness lie substantially in institutional indifference. Leadership is non-existent or stifled by competing interests who do not understand complex issues of education, or who are entrenched and use the council to protect their turf. Decisions are not made; the council is used just to "let off steam." Faculty do not support the council because the members feel it has no real power. Many of these councils are too large and the representation comes preponderantly from individuals uncommitted to professional education.

Apparently tying these councils to the sources of power and leadership in the university and in the profession is a key to their success. We received 6 responses from universities in Texas, 6 responses from universities in Washington, and 1 response from a university in Oregon. All of these states mandate through legislation the establishment of councils, and all but one of these councils were described as very effective. It does appear that when councils are given a substantial mandate to oversee the professional preparation of teachers, and when the reporting patterns are made directly to the chief leadership or power brokers of the institution, they can and do become forceful

agencies. As one enthusiastic respondent declared, "The faculty would have my head if we disbanded our council." On the other hand university teacher education councils can and sometimes do become just "a gatekeeper" and a "waste of time."

## ALTERNATIVES TO UNIVERSITY TEACHER EDUCATION COUNCILS

Even though university teacher education councils appear to be the most prevalent structure used to meet NCATE standards on governance of basic programs, it is important to reiterate that the standards do not require a council and that many of the institutions we surveyed did not have councils. In 19 of the 32 institutions which reported having no council, the existing university units apparently are felt to be sufficient, and the college is the governing unit responsible for teacher education.

We received a very persuasive letter dated March 12, 1982, from Robert T. Saunders, Dean of Memphis State University which has discontinued its Teacher Education Policy Committee. Dean Saunders reports that the committee "did not seem important to NCATE anymore" and "did not seem to be serving a very useful purpose here." He is in the process of establishing "a more broadly based advisory and support committee enlisting the services and assistance of people outside the university more than those within it." This committee apparently will consist of committees formed from "traditional K-12 constituents" as well as business and industry, military establishments, and community agencies that may assist with a new major to prepare educators for non-school settings.

His parting advice to us is to choose this kind of alternative to a university council:

> In conclusion I would say that based on my experience in teacher education for 25 years and having been on the receiving end of NCATE evaluation in two institutions for about eight occasions, and having served as team chairman four times and on five other teams, I would not establish a teacher education policy committee now. Rather I would rely on regular university curriculum change procedures and policy determination procedures and would use broadly-based advisory committees as we are attempting to do now.

Thirteen institutions which do not have councils have also established alternatives. Several of these alternatives are deserving of mention. One institution which is just establishing a council may opt for a task force with a limited life rather than a permanent council. Another institution forms advisory councils at departmental levels. In yet another institution program committees in math education, English education, etc., serve university council functions. In one major institution, Syracuse University, the secondary education faculty hold dual appointments and the programs are decentralized; so a university council is deemed unnecessary.

Clemson University uses a systems approach which is described in Appendix A. In some Indiana universities an elected multi-campus education council forms a consortium of education faculty which meets four times a year "to make judgments regarding curriculum." In a simpler arrangement one institution has added representatives from the college of liberal arts and science to its curriculum committee.

Whether NCATE is taking less interest in university teacher education councils or not, control of teacher preparation is a vital issue presently. Our survey responses contain poignant expressions of education faculty extending with enthusiasm a hand across campus only to have it grasped limply by indifferent academicians. Where such encounters are made, it is no wonder that councils are rendered ineffective and discontinued, sometimes in favor of more congenial associations external to higher education.

Donald Kennedy, president of Stanford University, has drawn critical attention to the issue in the Chronicle of Higher Education (December 2, 1981). He said that, "While universities once made education policies in the schools a major concern, 'there is little evidence of that kind of concern today, and it is hardly surprising that even the best schools of education are prophets without honor in their own country'" (p.6). Stanford University is planning a three-year study of elementary and secondary education designed to "revitalize its school of education and to involve scholars from other academic disciplines in seeking solutions to the problems of the nations schools." Of course President Kennedy is right in saying that "nothing could be more clearly the business of America's academic leaders," than the schools; but it is certainly not so clear that the education faculties now well into designing an education profession with all the hallmarks of professional training will so readily receive the academicians as angels of mercy. Although President Kennedy is referring to issues much broader than teacher preparation, from the evidence we presently have, it seems that university teacher education councils have been forming for some time successful alliances with the professionally committed both inside and outside the institution. The issues are now far beyond the willing or even condescending participation of academicians.

## RECOMMENDATIONS

(1) The College of Education at UNLV should form a university council on teacher education. The formation of such a council, advisory in nature, has already been recommended by the faculty. The establishment of this kind of forum is needed to form more productive alliances and improve communication with other academic units on campus and with educators outside the institution.

(2) Representatives on the council should consist of the following members:

Dean, College of Education (ex officio) chair
(Dean will vote on tie recommendations)

Director, Office of Professional Studies (ex officio) secretary
3 Representatives from the College of Education
3 Representatives from the College of Arts and Letters
2 Representatives from the College of Science, Math, and Engineering
1 Representative from the College of Business
2 Students in teacher certification program
(one elementary, one secondary)
2 LEA Representatives, 1 administrator, 1 teacher
Dean, Continuing Education (ex officio)
Consultants from SNEA and SEA

In order to meet the governance standard a majority of these members must be experienced in elementary or secondary teaching, have continuing experience in the schools and be informed about teacher preparation and school issues. All college representatives should be rotated among units on a defined cycle.

(3) The deans of the colleges with faculty representation should recommend to the president a list of appropriate faculty to be appointed at his discretion. The dean of the College of Education should recommend to the president the appointment of the LEA representatives from a list of appropriate candidates submitted by administrator and teacher associations. The dean of the College of Education should also recommend to the president the appointment of two student representatives from a list of appropriate candidates submitted by the student body president upon the advice and consultation of the Student Senate. The SNEA and the SEA consultants to the council should be selected by the dean of the College of Education from recommendations made by the SNEA and the SEA.

(4) The appointments to the council should be two-year appointments, with one-half of the council retiring each year.

(5) The council should be a strong advisory body which takes formal votes on issues presented for consideration. The council should be advisory to the dean of the College of Education, the academic vice president, and the president. Recommendations ought to proceed through all of these levels for approval and action. If the dean of the College of Education disagrees with a recommendation of the council, he should submit a formal statement providing reasons for his disagreement which should go forward with the recommendation.

(6) The council should meet once a month during the academic calendar year. Initially minutes should be taken and circulated to all concerned university units, to professional associations, and to the SEA. After the council has operated for a period of one year, formal by-laws should be drafted.

(7) The functions of the council should be defined as the following: *

(a) To oversee all degree and certification programs for the preparation of professional educators.

* Derived from those specified by Western Michigan University.

(b) To recommend to the vice-president for academic affairs and to the president policies under which teacher preparation programs are administered.

(c) To review and approve proposed changes in teacher education curriculum, including teaching majors and minors.

(d) To provide coordination and communication among the various colleges, departments, and service areas that have an interest in teacher education.

These responsibilities are considered to include establishing overall goals, admission and graduation standards, course and curricula requirements, and procedures for selection/retention of teacher education candidates.

(8) The Dean of the College of Education should be formally appointed as University Director of Teacher Education.

MODELS TO CONSIDER

Four complete descriptions of different kinds of university teacher education councils or approaches to university governance are attached to provide examples for further consideration.

Appendix A - Example of systems approach which is not a university teacher education council (Clemson University)

Appendix B - Example of by-laws of well-defined council (University of Illinois, Urbana)

Appendix C - Example of program unit established by legislative mandate (Seattle University)

Appendix D - Example of curriculum sub-committee structure (University of Wisconsin, Stevens Point)

## APPENDIX A

**Example of Systems Approach Which Is Not a University Teacher Education Council**

**(Clemson University)**

# CURRICULUM DEVELOPMENT AND EVALUATION - SYSTEMS APPROACH

## Curriculum Development and Evaluation - Systems Approach

### Philosophy

The ultimate criterion for determining the effectiveness of a teacher-education program is the performance of the graduates. The College of Education has developed a system incorporating the evaluation of students at designated check-points and graduates as an essential element in teacher education program improvement and development. This evaluation program is continuous and includes a systematic approach to collecting and analyzing the various data affecting and influencing the teacher preparation program.

The evaluation system is comprehensive. It includes not only data and factors affecting teacher education but also provides for broad input from sources and personnel whose expertise can supply significant information relative to program improvement. Advisory committees composed of professional educators, practitioners, and students constitute a vital component in the program development system.

### Objectives

The objectives of program evaluation are varied, but a major concern of the College of Education is the development of a system which provides for the continuous improvement of the competencies of graduates. Data from the system serve as a basis for curricula changes and development and for program planning.

System Design and Evaluative Implementation

Student data input used in evaluating programs include components which provide significant information on students and the performance of graduates. The following items are used by the College of Education:

1. Permanent records including formal applications to teacher education
2. SAT scores
3. Education Entrance Examination scores
4. University transcripts and records on field experiences
5. Supervising teacher's evaluations using Assessment Performance in Teaching scale
6. Follow-up evaluation of graduates, including career line questionnaires and ratings by principals and/or supervisors
7. National Teacher Examination scores

Preservice Evaluations

As stated in the College of Education Student Handbook, student records are reviewed and progress is evaluated at three different levels: initial entry, professional program phase at the end of sixty semester hours of work, and prior to registering for student teaching.

The College of Education has adopted a course syllabus format which requires the development of general course objectives and specific objectives for each unit of instruction in the course. Students are evaluated in terms of these stated objectives.

Pre-Student Teaching Experiences

Sequential student experience in the public schools begins in the freshman year. Starting with AgEd 100, Ed 100, and InEd 101, the supervised field experiences continue through student teaching. They are supplemented by on-campus clinical

laboratory experiences required in reading and in the various educational psychology courses. These field experiences are designed to evaluate students in various classroom situations as they advance through the preservice education program. Instruments have been designed to chart and compare student progress on a semester or a yearly basis as he/she completes the program of planned experiences.

Student Teaching Experiences

The instrument developed by the State of South Carolina for evaluating student teaching is designed to enable the student to make self-evaluations and to permit the appropriate school supervisor and the college supervisor to determine the effectiveness of the student in classroom situations. A minimum of three formal evaluations are required to provide a basis for comparing performances as students progress in the course.

Follow Up Studies

Follow-up evaluations on graduates are designed to obtain information on program graduates. The general questionnaire provides base line career data and the graduate's evaluation of the teacher preparation program. The questionnaire to be completed by the principal and/or the graduate's supervisor provides information relative to the performance and effectiveness of the graduate on the job.

The National Teacher Examinations

The National Teacher Examinations are required for certification in South Carolina. The NTE provides scores on the common examination (general and professional education) and in the teaching field. Scores are reported in percentiles and as mean scores. Individual scores and scores according to teaching

field are analyzed to obtain supportive data for curriculum evaluation and development.

Advisory Committees

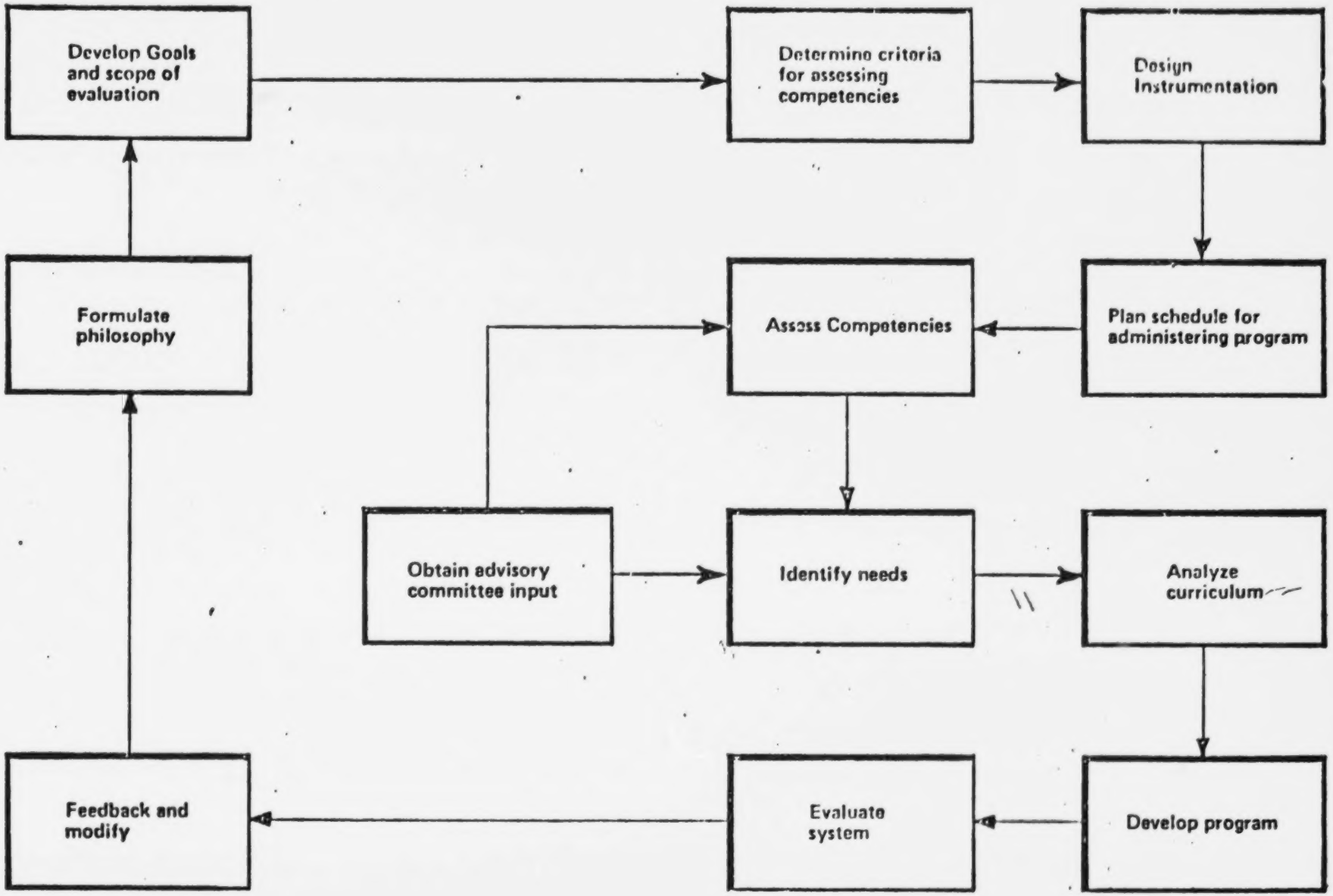
Each department in the College of Education has an advisory committee. The department head is responsible for coordinating the findings of the committee and providing input to department curriculum committees. Each advisory committee contains active practitioners and representatives familiar with the professional recommendations in the various teaching areas. Input from the State Advisory Council on Teacher Education and from the teaching field departments of The South Carolina Education Association are used extensively in committee decisions. Each committee contains members of College of Education personnel whose expertise and special training are directly related to the curriculum. Each curriculum committee contains student members who are currently enrolled in the program.

Analysis of Data

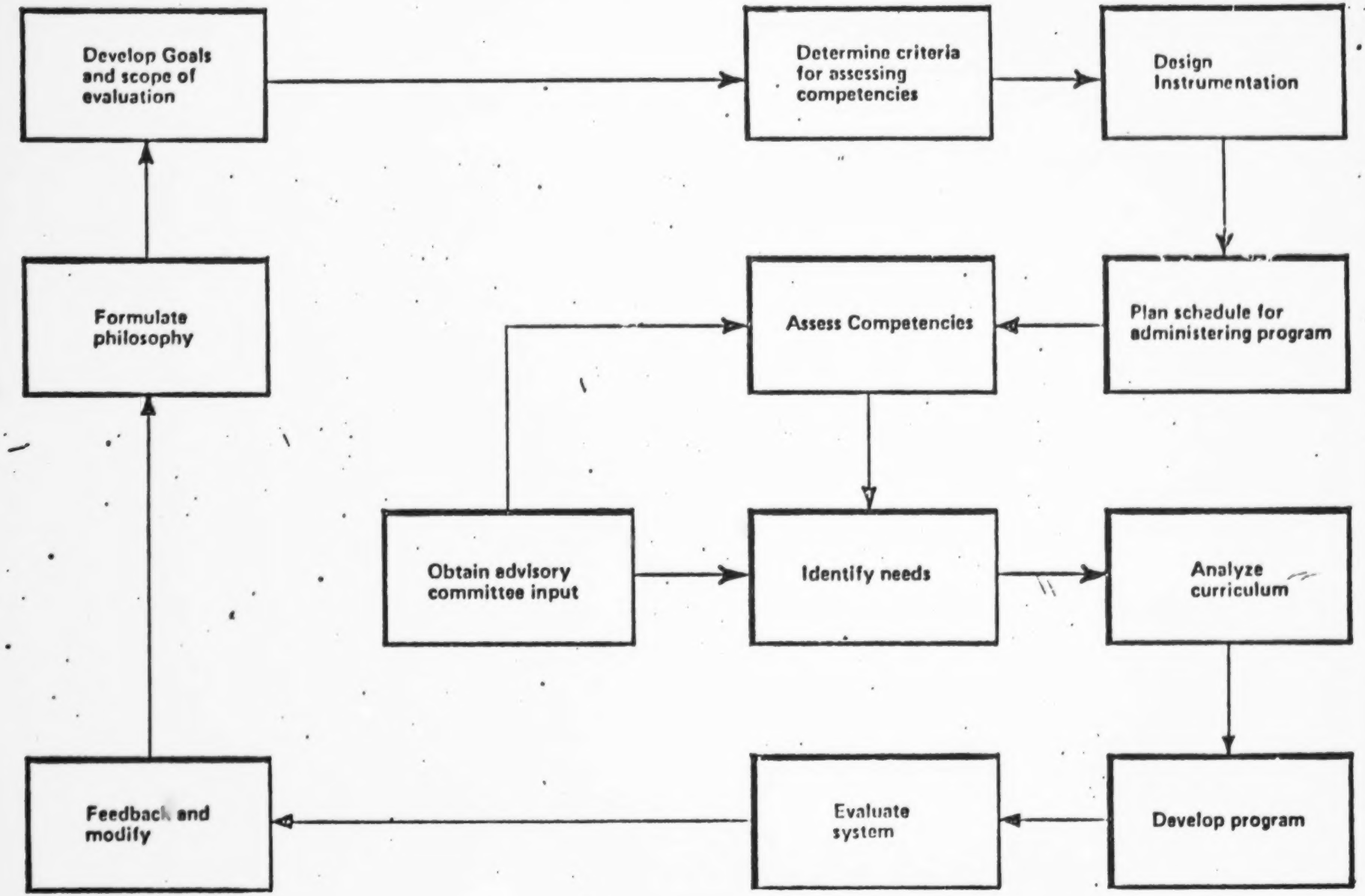
The data are correlated and analyzed so that they can serve as the bases for program development in teacher education.

Curriculum Committee Sequences

Curriculum development information obtained from the evaluation system and from sources and personnel knowledgeable about teacher education programs is fed into the system at the departmental level. Curriculum changes approved on the departmental level by the curriculum committee and by the department head are processed in the following sequence:




SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT
Dean Harold F. Landrith, College of Education, Clemson University, Clemson, S. C. 29631




SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT
Dean Harold F. Landrith, College of Education, Clemson University, Clemson, S. C. 29631

a. Departmental Committee, consisting of faculty, students, and input from learned societies and the State Department of Education, to

b. College of Education Committee, with representatives from students and each department, to

c. University Committee (Graduate or Undergraduate) consisting of faculty and students from each College, to

d. University Council of Deans, composed of all academic deans, to

e. University Educational Council, consisting of the President of the University, Vice Presidents of the University, Academic Deans, the President of Faculty Senate, and public relations representatives

New degree programs must be submitted to the South Carolina Commission on Higher Education for approval and to the State Department of Education. South Carolina has adopted the approved program approach using the NASDTEC standards.

## APPENDIX B

## Example By-Laws of Well-Defined Council

## (University of Illinois, Urbana)

Univ. of Illinois
Urbana J.R. Burnett 2011
Personal Copy

B

# BYLAWS OF THE
# COUNCIL ON TEACHER EDUCATION

Approved 8 September 1980

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## I. Responsibilities of the Council

The Council on Teacher Education is established pursuant to Article VII, sections 3a through 3e of the University Statutes to meet the following purposes:

1. To formulate policies and programs in the field of teacher selection, retention, guidance, preparation and placement in the schools of Illinois.

2. To serve as the University liaison with the Illinois State Board of Education on all matters having to do with certification and program approval.

For the purposes of clarity, it is stressed that the word "teacher" has been taken to connote all candidates for certification to work as professionals in the public schools of Illinois. Thus, supervisors, librarians, social workers, principals, superintendents, and school financial officers are all subsumed by the title "teacher."

## II. Membership of the Council

The membership on the Council on Teacher Education is specified in the Statutes (Article VII, section 3c) as comprising the deans and directors of campus units which offer curricula in the preparation of teachers.

In addition, three undergraduate students and one graduate student shall serve on the Council with voice but without vote. Student representatives are appointed by the Vice Chancellor for Academic Affairs upon the recommendation of the Vice-Chair of the Council.

The chair of the Council is named by the Chancellor. This appointment has normally been given to the Vice-Chancellor for Academic Affairs who serves with voice and vote.

## III. Organization of the Council and its Meetings

Meetings of the Council shall be open to all interested parties except during the discussion of specific personnel matters. A majority of voting members (or their designated representatives) must be present to conduct business. Designated representatives of voting members shall have voting privileges.

A member of the Council, normally the Dean of the College of Education, is designated by the Chancellor as the principal administrator of teacher education on campus and as the person responsible for the over-all coordination of teacher education programs. The Dean of the College of Education usually functions as the Vice Chair of the Council on Teacher Education.

## IV. Responsibilities and Composition of the Executive Committee of the Council

The Executive Committee of the Council shall be assigned the following responsibilities: (1) to review the probable consequences of major changes in course and/or curricular policies which are likely to affect teacher education; (2) to act for the Council in the review of curriculum proposals; (3) to identify items of program policy which require attention of the Council; and (4) to monitor the administration of the Council budget.

Each voting member who serves on the Council shall annually designate one person to represent him/her on the Executive Committee. In addition, two members shall be elected at large from the faculty of teacher education. (See Article V.) The Executive Committee shall normally be chaired by the Dean of the College of Education.

All meetings of the Executive Committee shall be open to interested parties except on those occasions when personnel matters are being discussed. A quorum shall consist of a majority of voting committee members, at least three of whom are representatives of Council members.

Actions of the Executive Committee shall be subject to review by the Council. A majority vote of the Council shall reverse or amend a decision of the Executive Committee. The actions of the Executive Committee shall be recorded in minutes and circulated promptly to Council members. Any member (voting or non-voting) of the Council may ask that an action of the Executive Committee be reviewed by the

full Council by submitting such a request in writing to the Chair of the Council within three weeks of the date of the distribution of the Executive Committee minutes.

## V. Faculty of Teacher Education

The Council on Teacher Education has authorized the identification of a Faculty of Teacher Education for purposes of (1) improving communication among University colleagues throughout the campus who are assigned teacher education responsibilities and (2) developing a pool of informed and concerned persons who can participate effectively in the governance system of teacher education provided by these Bylaws and the University Statutes.

Persons shall be named to the Faculty of Teacher Education by the Executive Committee. Periodically, area committee chairs shall be asked to nominate persons to be appointed to the Faculty and those nominated shall be reviewed on the basis of two criteria. It is expected that nominees meeting at least one of the two criteria shall be invited to Faculty membership:*

1. The nominee teaches, supervises, or advises persons enrolled in teacher education curricula.
2. The nominee conducts research and development activities in the area of teacher education.

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* A majority of the faculty shall be experienced in elementary or secondary teaching and shall have continuing experience in elementary or secondary schools. (See Standards for the Accreditation of Teacher Education, Washington, D.C.: National Council for Accreditation of Teacher Education, 1979, p. 3 for elaboration of this principle.)

It is anticipated that cooperating teachers and other public school personnel shall be invited to join the Faculty of Teacher Education with associate status, providing they meet one of the criteria above.

Faculty responsibilities shall include instructing, advising, participating in the governance of teacher education, and serving as members of a communication network focused on teacher education matters.

Each spring, the faculty shall elect two of its members to serve on the Executive Committee of the Council on Teacher Education. The nomination and election process shall be carried out by an Elections Committee appointed by the Vice Chair of the Council on Teacher Education.

## VI. Staff of the Council on Teacher Education

The Council staff shall consist of those persons appointed to positions designated in the budgets of the University as assigned to the Council on Teacher Education or in contracts or grants negotiated with agencies external to the University. Persons shall be appointed to the academic staff of the Council only upon the approval of the Council on Teacher Education. Vacancies in academic staff positions of the Council shall be filled in a manner consistent with University guidelines for the implementation of search procedures. Search committee membership shall reflect the all-campus scope and function of the Council.

All persons who are employed as Council staff shall serve under the supervision of the Vice Chair of the Council on Teacher Education. The Vice Chair shall be empowered to approve all non-academic appointments to the staff of the Council.

## VII. Area Committees

The Statutes (Article VII, Section 3, paragraph C) specify that area of specialization committees are appointed to be responsible for the improvement of their respective teacher education curricula, counseling procedures in their areas, and other activities related thereto. More specifically, by practice and through the actions of the Council, area committees are assigned the following tasks:

1. To initiate proposals for the improvement of curricula under their supervision and to consider proposals offered by faculty affiliated with those curricula.

2. To continuously appraise existing curricula and to maximize their effectiveness for the preparation of competent teachers with due regard for employment factors which are likely to affect graduates.

3. To communicate with practicing members of the profession and campus faculty to discern those aspects to which teacher education programs should be responsive and creative.

4. To provide direction and counsel for teacher education advisors who participate in the development and administration of curricula.

5. To develop and evaluate criteria for the admission and retention of students in the curricula under their purview.

6. To cooperate with liaison representatives of the Program Approval Section of the Illinois Board of Education concerning the development of periodic reports, self-studies, and proposals for substantive curriculum changes.

7. To design and implement systematic procedures for the evaluation of graduates of the program. The evaluation must include information obtained from graduates and their supervisors (e.g., principals,

department chairs, supervisors) in educational employment. The area committee must report to the Executive Committee the ways in which the data gathered have been utilized in the consideration of program modifications.

The Council on Teacher Education has authorized the establishment of area committees at the college or school level. (At the discretion of college deans, subject matter area committees may be appointed instead.) An executive secretary shall be designated for each area committee by the dean (or director in the case of school committees) of the college in which the area committee is located. In addition, a Committee on Educational Placement has been established with particular concern for the operation of the Educational Placement Office. Members of area committees, at least one of which shall be from the College of Education, shall be appointed by the chair of the Council upon recommendation of the Executive Committee.

## VIII. Council on Teacher Education and the Educational Placement Office

### The Committee on Educational Placement

The Council on Teacher Education (CTE) shall appoint a Committee on Educational Placement to represent the concerns and interests of teacher education faculty regarding the educational placement of students and alumni. This committee, chaired by the Executive Secretary of the Council, shall assume responsibility for the development of broad policies which determine the services and activities of the Educational Placement Office (EPO) and for making recommendations regarding

placement to the Council. Membership on the Committee shall be composed of representatives of the colleges which prepare teachers for elementary and secondary schools and community colleges; undergraduate and graduate students in teacher education programs; and community practitioners/employers.

The Director of the Educational Placement Office

Policies developed by the Committee shall be implemented by the Director of the Educational Placement Office. In assuming his/her responsibilities, the Director shall be given the authority to make decisions regarding the development of programs, services, activities, publications; the hiring of academic and non-academic personnel; the allocation of funds; and the utilization and disposition of office facilities, space, and equipment.

Relationship between the Committee on Educational Placement and the Director of the Educational Placement Office

The immediate reporting supervisor for the Director shall be the Executive Secretary of the Council. The Director shall communicate with the Executive Secretary on a regular basis and keep him/her informed of all EPO operations.

The Committee and the Director shall meet regularly to discuss the career planning and placement needs of students and alumni; major decisions regarding changes in current policies and procedures; the implementation of new policies and procedures; and major monetary transactions (over $1,000). Any issues that cannot be resolved in meetings between the Committee and the Director shall be referred to

Prior to the initiation of proposals for the modification of teacher education curricula, the individual who perceives the need for significant program modifications shall discuss his/her concerns with the appropriate area committee. Should the committee concur that there is a need for a significant program modification, the chair of the area committee shall inform the Coordinator of the Council on Teacher Education that program revisions will be undertaken. It shall be the responsibility of the Coordinator to so inform the Program Approval Section of the Illinois State Board of Education, via a "letter of intent." A person from the Illinois State Board of Education will then be designated to provide liaison services and to assist the area committee in the development of the proposal.

| | Change in Cert. Pgm. Only | Change in Grad. Req. |
|---|---|---|
| 1. The area committee shall consider the proposed change and record a vote on it. If Committee consideration is positive, the proposal will then be forwarded to the chair (head) of the department which is directly and administratively responsible for the program and to the college (or school) in which the department (above) is housed. The chair of the area committee shall be responsible for this action and for receiving the responses of the respective department and college. If either the college or the Council denies approval, then the proposal shall be revised at the area committee level. If the change receives approval, then the proposal shall be submitted to the Council Coordinator. | Yes | Yes |
| 2. The Council coordinator shall solicit opinions about the proposal's merits from other departments and colleges | Yes | Yes |

| | | | |
|---|---|---|---|
| | which are directly affected by the impact of the changes. | | |
| 3. | The proposal and the summarized reactions of the persons surveyed in Step 2 above shall be presented to the Executive Committee of the Council for consideration. | Yes | Yes |
| 4. | Once the proposal has been approved by the Executive Committee or the Council on Teacher Education, it shall be forwarded to the Assistant Vice Chancellor for Academic Affairs. The Assistant Vice Chancellor may approve a proposal administratively and report the action to the Senate, or forward the proposal for action by the Senate Committee on Educational Policy and then the Senate | No | Yes |
| 5. | The Coordinator shall forward the proposal to the Program Approval Section of the Illinois State Board of Education for review and for approval. | Yes | Yes |

Note: The program review function of the Council on Teacher Education shall be limited to (1) those programs that have received recognition by the Illinois State of Board of Education; (2) those that are proposed for submission to the State Board of Education for its approval; and (3) teacher education minors. Each program falling into either of these categories shall be assigned an area committee for review and for purposes as described in the Council Bylaws and University Statutes as the responsibilities of the area committees.

## X. Administration of the Council Budget

The Vice Chair of the Council on Teacher Education shall present to the Executive Committee of the Council an accounting of how the funds allocated to the Council shall be spent during the upcoming year. From time to time during the year, the Vice Chair shall report to the Executive Committee on the degree to which the plan announced earlier has been implemented.

The Vice Chair of the Council shall seek the advice and approval of the Council on proposals for funds, budget increases, and budget decreases prior to the submission of such proposals to the University or to outside agencies.

The Vice Chair of the Council shall be empowered to approve and to delegate approval authority of purchases of equipment, supplies, services, and travel from Council funds. Such expenditures shall be approved only when they directly advance Council purposes.

## XI. Relationships with Professional Accrediting Organizations

The Vice Chair of the Council shall make recommendations to the Council concerning the affiliation of the University of Illinois at Urbana-Champaign with professional teacher education accreditation agencies. Recommendations to affiliate or to disaffiliate shall be made by the Council to the campus administration.

## XII. Approving and Amending the Bylaws

The Bylaws shall be approved and in effect upon a majority vote of the attending voting members (or their representatives) of the Council on Teacher Education. The Bylaws shall be amended by a simple majority vote of the members of the Council on Teacher Education, provided the proposed amendment has been circulated to the group at least one week prior to the meeting at which it is considered. Motions to amend the Bylaws that are ruled germane by the Chairperson of the Council may be accepted at the meeting without violating the spirit of the second sentence of this paragraph provided that approval is unanimous among all voting members (or their representatives) present at the meeting.

## APPENDIX C

**Example of Program Unit Established by Legislative Mandate**

**(Seattle University)**

* Seattle Univ.
#108
C

# Program Unit for Teacher Education
## Seattle University

ARTICLE I NAME: The unit's official name shall be the Program Unit for Teacher Education at Seattle University.

ARTICLE II PURPOSES, SCOPE AND AUTHORITY OF PROGRAM UNIT:

The primary purpose of the program unit shall be to determine policy pursuant to and implementation of 180-78-050 WAC. Participation in the preparation of teachers shall be fulfilled through the following responsibilities:

1. Advise the School of Education at SU on teacher education program development, implementation, improvement and evaluation.

2. Participate in the approval of procedures for achieving competencies in each teacher preparation program.

3. Participate in the approval of general program design for each teacher preparation program.

4. Participate in the approval of follow-up evaluation procedures for each teacher preparation program.

5. Participate in the approval of general program design for out-of-town candidates for continuing level and for renewal of initial certificates.

ARTICLE III MEMBERSHIP AND TERM OF MEMBERSHIP (Items in parentheses indicate the number of representatives.)

A. School of Education at Seattle University (7)

Official membership shall be the Dean and 6 members of the full-time undergraduate Teacher Education faculty selected by the department in accordance with WAC 180-78-010 (3).

B. School Organizations of the Greater Seattle Area (7)

Representatives shall be appointed from, but not limited over time to the following: ESD #121 (1), Seattle SD #1 (3), Kent SD #415 (1), Archdiocese of Seattle (1), Pacific Northwest Association of Independent Schools, and the Pacific Northwest Montessori Association (1) in accordance with WAC 180-78-010 (13).

In the initial phase of the program unit, four members shall be appointed for three-year terms and three members for two-year terms. Thereafter all terms shall be for two years.

C. General Professional Organizations (3)

Representatives shall be appointed by, but not limited over time to, the negotiating organizations of Bellevue SD #405, Seattle SD #1, and Shoreline SD #412 in accordance with WAC 180-78-010 (6). In the initial phase of the program unit, one member shall be appointed for a three-year term, and two members for a two-year term. Thereafter all terms shall be for two years. Representatives shall include elementary, middle school/junior high, and secondary school teachers.

ARTICLE IV MANAGEMENT:

The School of Education at Seattle University shall administer and manage the teacher preparation programs of the PUTE/SU, coordinating program activities among agencies and to ensure cooperation and involvement of each agency.

A. This shall include but not be limited to:

1. Providing an Executive Secretary for the PUTE/SU.

2. Maintaining all PUTE/SU records, including:

   a. Official documents of PUTE/SU, e.g., minutes, by-laws, correspondence, operating procedures.

   b. Student records, e.g., transcripts, programs of study, progress reports, certification data, evaluation data, placement records.

   c. Program descriptions, including program competencies, course syllabi and faculty vitae.

   d. Program evaluation data.

3. Filing reports of changes to SPI/SBE annually or as requested.

4. Follow-up evaluation of program by program graduates.

5. Providing for the approved curricular and instructional components of the programs: courses, field experiences, projects, student teaching, etc.

6. Administering PUTE/SU approved selection, evaluation, retention, and dismissal procedures.

7. Selection of all instructional and supervisory personnel according to approved procedures and criteria.

8. Verification of completion of students who have completed an approved program.

9. Counseling and advising students.

10. Initiating program improvements.

B. The Program Unit may establish standing committees to facilitate work on major tasks of the unit. Subcommittees may be established for standing committees and ad hoc committees for special needs may be established.

C. The unit shall meet at least twice annually, including once during Fall Quarter. Other meetings, as well as committee and/or standing committees, may be called as necessary by the chairperson at his/her request and shall be called upon the written request of any three representatives. Additionally, meetings of sub groups of the above may be held as necessary for facilitating work of the unit.

D. Meetings ordinarily will be conducted informally, however, a meeting shall be conducted according to Robert's Rules of Order (revised) if such an action is requested by any representative.

E. Quorum shall consist of at least 4 of the 7 university representatives, 4 of the 7 school organization representatives, and 1 of the three general professional organization representatives.

F. Decisions on policy and procedural matters, including the election of officers, shall be by majority vote in meetings having a quorum. The three partite groups described in Article III shall be entitled one vote each. Each group shall caucus and cast a single vote on policy and procedural matters.

G. Officers shall be elected at the Fall meeting for two years; officers shall be a Chairperson, a Vice-Chairperson, and an Executive Secretary who is chosen from the SU representatives; a slate of officers shall be prepared prior to the meeting by a committee appointed by the Chairperson.

H. Minutes of meetings shall be distributed to representatives who whall communicate same with their constituent organizations.

ARTICLE V STUDENT APPEALS:

With the exceptions noted below, student's appeals shall follow the normal channels at Seattle University (see appendix).

All students retain their rights to appeal to the SPI or courts where WAC 180-75-020, 025, 030 or state or federal law permits.

ARTICLE VI AMENDMENTS:

For purposes of amendment of these bylaws, the three partite groups represented in the membership shall be entitled to one vote each in accordance with Article IV, Section F. For approval, amendments must receive a majority vote of the membership groups.

03/13/81
09/28/81 Revised
10/05/81 Revised.
10/19/81 Revised
01/29/82 Revised
Accepted as revised, 02/10/82

## APPENDIX D

**Example of Curriculum Sub-Committee Structure**

**(University of Wisconsin, Stevens Point)**

Univ of Wisconsin
Stevens Point
II 117

D



Section 7. The Teacher Education Subcommittee shall be a subcommittee of the Curriculum Committee, and shall consist of thirteen members.

a. The chair of the subcommittee shall be appointed by the Chair of the Curriculum Committee in consultation with the Dean of the College of Professional Studies.

b. The chair of the subcommittee shall appoint the other members in consultation with the Chair of the Curriculum Committee. The membership shall be distributed as follows, including the chair:

(1) One member from Art, Music, or Theatre Arts.
(2) One member from Natural Science or Mathematics.
(3) One member from the Social Sciences, History, or Philosophy.
(4) One member from English, Foreign Languages, or Communication.
(5) One member from the College of Natural Resources.
(6) One member from Communicative Disorders or Physical Education.
(7) One member from Home Economics.
(8) Two members from Education: one in elementary education, and one in secondary education.
(9) Two students appointed by the Student Government Association: one in elementary education, and one in secondary education.
(10) The Dean of the College of Professional Studies and the Associate Dean of the School of Education as non-voting members.

c. Members shall serve two-year terms with one-half the membership changing annually.

d. A majority of the membership shall meet the experience requirement of NCATE standards.

e. The subcommittee shall:

(1) Review those curriculum and curricular policy matters which are referred to it by the Curriculum Committee, in order to certify that such proposals are consistent with Wisconsin standards for certification, and report its recommendations to the Curriculum Committee.

(2) In accordance with Wisconsin Department of Public Instruction policies, review certification programs and the interaction of program requirements, and report its findings and recommendations to the parent committee, with recommendations for distribution to other appropriate bodies.

(3) Recommend policies affecting teacher education, review policy matters pertaining to accreditation of teacher certification programs, and report its recommendations to the Curriculum Committee.

(4) Develop and periodically review criteria for admission to professional education programs.

(5) Develop and periodically review policies concerning the evaluation and professional performance of graduates of the School of Education.

ARTICLE X. THE FACULTY AFFAIRS COMMITTEE

Section 1. The Faculty Affairs Committee shall be a standing committee of the Senate.

Section 2. The chair of the committee shall be nominated and elected at large by the faculty, under the supervision of the permanent Nominations and Elections Subcommittee, according to rules prescribed by the Constitution and such additional rules as may be established by the subcommittee. The other members shall be appointed by the chair in consultation with the Executive Committee of the Senate, except as specified in Section 3, below.

Section 3. There shall normally be seventeen members distributed as follows, including the chair, who may vote:

a. The chair.
b. Four members from the College of Letters and Science.
c. Two members from the College of Professional Studies.
d. Two members from the College of Fine Arts.
e. One member from the College of Natural Resources.
f. One member from the Learning Resources Center.
g. One member not assigned to a college or to the Learning Resources Center.
h. Two students appointed by the Student Government Association.
i. One member appointed by the Chancellor.
j. The Chair of the Nominations and Elections Subcommittee, as prescribed in Section 5.c., below.
k. The Chair of the Faculty Mediation Subcommittee, as prescribed in Section 6.c., below.

Section 4. The committee shall have authority to recommend to the Senate policies pertaining to the faculty affairs of unclassified personnel with a faculty appointment and to determine such policies subject to review by the Senate. The concerns of the academic staff who teach courses shall be referred to the Academic Staff Council.

The committee shall recommend policies pertaining to unclassified personnel with faculty appointments on matters such as recruitment, appointment, retention, promotion, tenure, and salary.

The committee shall recommend policies pertaining to the governance of departments, schools, colleges, the University, and the University of Wisconsin System.

Section 5. The Nominations and Elections Subcommittee shall be a permanent subcommittee of the Faculty Affairs Committee. It shall have the authority, pursuant to the constitution, to establish rules for Senate elections, to supervise such elections, and to have such other authority as the Constitution delegates to it.